

INVESTIGATION OF METACOGNITIVE READING STRATEGY IN ACADEMIC WRITING CLASS

Abstract

The aim of this study was to investigate what kind of metacognitive strategies which was used in the Academic Writing class. The participants of this research were 60 Academic Writing Course students of batch 2014 of English Language Education Program of Satya Wacana Christian University. To answer the research question, closed-ended questionnaire were selected as the instruments of the research. This questionnaire categorized metacognitive reading strategy into three main categories which were planning, monitoring, and evaluating strategies. The result of this study showed that the participants applied the planning and monitoring strategy, but the majority of the participants did not apply the evaluation strategy in their reading activity. From those findings, the implication of the study showed that the teacher should introduce the evaluating strategy to the students.

Key words: Reading, Reading comprehension, Reading strategy, Metacognitive, Metacognitive reading strategy

